



# Weekly learning pack

Year 6

English

## Task 1

### **1. Read the first verse of The Highwayman**

- Read the *Highwayman First Verse*. Read it in your head first and then try reading it out loud. What patterns do you notice? What mood would you say this verse has? What do you think might happen?

## Task 1

### **Highwayman – First Verse**

The wind was a torrent of darkness among the gusty trees,  
The moon was a ghostly galleon tossed upon cloudy seas,  
The road was a ribbon of moonlight, over the purple moor,  
And the highwayman came riding –  
Riding – riding –  
The highwayman came riding, up to the old inn-door.

## Task 1

### **2. Watch the PowerPoint of The Highwayman**

- Watch the *PowerPoint of The Highwayman* or watch the video animation and follow the words as you do.  
<https://www.youtube.com/watch?v=ryu1JZiSbHo>
- When you have finished try to tell the story out loud. What happens in this narrative poem?

# Task 1

## *The Highwayman*

By Alfred Noyes

The wind was a torrent of darkness among the gusty trees,  
The moon was a ghostly galleon tossed upon cloudy seas,  
The road was a ribbon of moonlight, over the purple moor,  
And the highwayman came riding –  
Riding – riding –  
The highwayman came riding, up to the old inn-door.

II

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,  
A coat of the claret velvet, and breeches of brown doe-skin;  
They fitted with never a wrinkle: his boots were up to the thigh!  
And he rode with a jewelled twinkle,  
His pistol butts a-twinkle,  
His rapier hilt a-twinkle, under the jewelled sky.

III

Over the cobbles he clattered and clashed in the dark inn-yard,  
He tapped with his whip on the shutters, but all was locked and barred;  
He whistled a tune to the window, and who should be waiting there  
But the landlord's black-eyed daughter,  
Bess, the landlord's daughter,  
Plaiting a dark red love-knot into her long black hair.

IV

And dark in the old inn-yard a stable-wicket creaked  
Where Tim the ostler listened; his face was white and peaked;  
His eyes were hollows of madness, his hair like mouldy hay,  
But he loved the landlord's daughter,  
The landlord's red-lipped daughter,  
Dumb as a dog he listened, and he heard the robber say –

V

'One kiss, my bonny sweetheart, I'm after a prize to-night,  
But I shall be back with the yellow gold before the morning light;  
Yet, if they press me sharply, and harry me through the day,  
Then look for me by moonlight,  
Watch for me by moonlight,  
I'll come to thee by moonlight, though hell should bar the way.'

VI

He rose upright in the stirrups; he scarce could reach her hand,  
But she loosened her hair 'i' the casement! His face burnt like a brand  
As the black cascade of perfume came tumbling over his breast;  
And he kissed its waves in the moonlight,  
(Oh, sweet black waves in the moonlight!)  
Then he tugged at his rein in the moonlight, and galloped away to the West.

# Task 1

## VII

He did not come in the dawning; he did not come at noon;  
And out o' the tawny sunset, before the rise o' the moon,  
When the road was a gipsy's ribbon, looping the purple moor,  
A red-coat troop came marching-  
Marching-marching-  
King George's men came marching, up to the old inn-door.

## VIII

They said no word to the landlord, they drank his ale instead,  
But they gagged his daughter, and bound her, to the foot of her narrow bed;  
Two of them knelt at her casement, with muskets at their side!  
There was death at every window;  
And hell at one dark window;  
For Bess could see, through the casement, the road that he would ride.

## IX

They had tied her up to attention, with many a sniggering jest;  
They bound a musket beside her, with the muzzle beneath her breast!  
'Now, keep good watch!' and they kissed her.  
She heard the dead man say-  
Look for me by moonlight;  
Watch for me by moonlight;  
I'll come to thee by moonlight, though hell should bar the way!

## X

She twisted her hands behind her; but all the knots held good!  
She writhed her hands till her fingers were wet with sweat or blood!  
They stretched and strained in the darkness, and the hours crawled by like years,  
Till, now, on the stroke of midnight,  
Cold, on the stroke of midnight,  
The tip of one finger touched it! The trigger at least was hers!

## XI

The tip of one finger touched it; she strove no more for the rest!  
Up, she stood up to attention, with the muzzle beneath her breast,  
She would not risk their hearing; she would not strive again;  
For the road lay bare in the moonlight;  
Blank and bare in the moonlight;  
And the blood of her veins in the moonlight throbbed to her love's refrain.

## XII

Clot-clot; clot-clot! Had they heard it? The horse-hoofs ringing clear;  
Clot-clot; clot-clot, in the distance? Were they deaf that they did not hear?  
Down the ribbon of moonlight, over the brow of the hill,  
The highwayman came riding,  
Riding, riding!  
The red-coats looked to their priming! She stood up straight and still.

## Task 1

### XIII

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night!  
Nearer he came and nearer! Her face was like a light!  
Her eyes grew wide for a moment; she drew one last deep breath,  
Then her finger moved in the moonlight,  
Her musket shattered the moonlight,  
Shattered her breast in the moonlight and warned him - with her death.

### XIX

He turned; he spurred to the West; he did not know who stood  
Bowed, with her head o'er the musket, drenched with her own red blood!  
Not till the dawn he heard it, his face grew grey to hear  
How Bess, the landlord's daughter,  
The landlord's black-eyed daughter,  
Had watched for her love in the moonlight, and died in the darkness there.

### XX

Back, he spurred like a madman, shouting a curse to the sky,  
With the white road smoking behind him and his rapier brandished high!  
Blood-red were his spurs i' the golden noon; wine-red was his velvet coat,  
When they shot him down on the highway,  
Down like a dog on the highway,  
And he lay in his blood on the highway, with the bunch of lace at his throat.

### XXI

And still of a winter's night, they say, when the wind is in the trees,  
When the moon is a ghostly galleon tossed upon cloudy seas,  
When the road is a ribbon of moonlight over the purple moor,  
A highwayman comes riding –  
Riding – riding –  
A highwayman comes riding, up to the old inn-door.

### XXII

Over the cobbles he clatters and clangs in the dark inn-yard,  
And he taps with his whip on the shutters, but all is locked and barred;  
He whistles a tune to the window, and who should be waiting there  
But the landlord's black-eyed daughter,  
Bess, the landlord's daughter,  
Plaiting a dark red love-knot into her long black hair.

*by Alfred Noyes*



## Task 2

### **1. Watch another version of the poem**

- If possible, watch whichever version of the poem you didn't use yesterday: the PowerPoint or the video animation:  
<https://www.youtube.com/watch?v=ryu1JZiSbHo>
- Which of these do you think makes the poem clearest? Why?

# Task 2

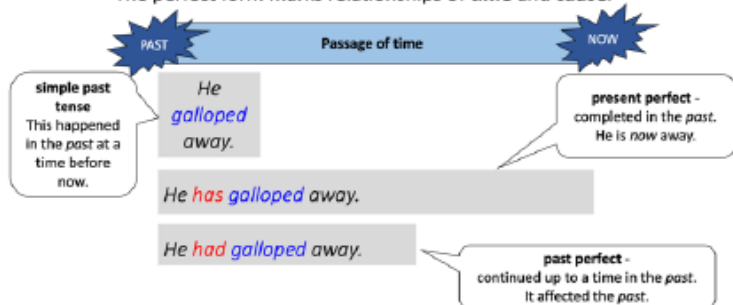
## 2. Revise the Perfect Form

- Use the *Revision Card* or the *Perfect Form PowerPoint* to remind yourself about the past perfect and present perfect form of verbs.

### Revision Card – Perfect Form

#### Perfect form

The perfect form marks relationships of **time** and **cause**.



#### Present Perfect Form

The present perfect form suggests that a past action is *still affecting the present*.

Simple past	Present Perfect form
Bess <b>met</b> the highwayman.	Bess <b>has met</b> the highwayman.
He <b>wore</b> his hat.	He <b>has worn</b> his hat.
Tim <b>listened</b> .	Tim <b>has listened</b> .

*Bess met the highwayman in the past and she still knows him.*

*He wore his hat in the past and it is still on his head!*

*Tim listened in the past and he still heard them.*

#### Past Perfect Form

The past perfect form is created by using the auxiliary verb **'have/has'** and the **past participle of a verb**.

They **had tied** her up to attention.

The landlord's black-eyed daughter **had watched** for her love in the moonlight.



#### Simple Past, Present Perfect and Past Perfect Forms



I **brushed** my hair (simple past).

I **had brushed** my hair (past perfect).

I **have brushed** my hair (present perfect).

She **ate** the pizza (simple past).

She **had eaten** the pizza (past perfect).

She **has eaten** the pizza (present perfect).



## Task 2

### 3. Practise using the Perfect Form

- Complete *Perfect Verb Forms A and C*
- You could challenge yourself to complete *Perfect Verb Forms B* as

#### Perfect Verb Forms A

*Underline the perfect verb forms used in the sentences below.*

1. *The moon had risen over the misty moor.*
2. *The wind had gusted through the trees earlier that night.*
3. *Wearing his new hat, the highwayman had decided to visit Bess.*
4. *She had told him that she would be waiting by the window.*
5. *They had met secretly before, but Tim had not listened until that night.*
6. *We have read this poem many times.*
7. *The ending has surprised many people because they were expecting a happy ending.*
8. *Noyes has created a poem which continues to be read over a century later.*

## Task 2

### 3. Practise using the Perfect Form

- Complete *Perfect Verb Forms A and C*
- You could challenge yourself to complete *Perfect Verb Forms B* as well!

#### Perfect Verb Forms B

*Fill in the missing boxes with the correct verb form*

<b>simple past</b>	<b>past perfect</b>	<b>present perfect</b>
	<i>Tim the ostler, <u>had fallen</u> in love with Bess.</i>	<i>Tim the ostler <u>has fallen</u> in love with Bess.</i>
<i>The red coats <u>drank</u> some of the landlord's ale.</i>		<i>The redcoats <u>have drunk</u> some of the landlord's ale.</i>
<i>The wind <u>blew</u> some leaves off the trees.</i>	<i>The wind <u>had blown</u> some leaves off the trees.</i>	
<i>The highwayman <u>promised</u> he would return.</i>		
		<i>Bess and the highwayman <u>have met</u> many times.</i>
<i>Tim <u>listened</u> to their plan.</i>		

## Task 2

### 3. Practise using the Perfect Form

- Complete *Perfect Verb Forms A and C*
- You could challenge yourself to complete *Perfect Verb Forms B* as well!

#### Perfect Verb Forms C

*Select the best Verb Form to give clues about time and cause*

	<b>simple past</b>	<b>past perfect</b>	<b>present perfect</b>
Bess as a child went <b>once</b> to a fair.	<i>Bess went to a fair.</i>	<i>Bess had gone to a fair.</i>	<i>Bess has gone to a fair.</i>
Bess plaited her hair earlier <b>and it is still plaited now.</b>	<i>Bess plaited her hair.</i>	<i>Bess had plaited her hair.</i>	<i>Bess has plaited her hair.</i>
Tim asked Bess to marry him last year. She said no <b>then.</b>	<i>Tim asked Bess to marry him.</i>	<i>Tim had asked Bess to marry him.</i>	<i>Tim has asked Bess to marry him.</i>
Bess and the Highwayman promised to meet when the moon was full. <b>Tonight is the night.</b>	<i>They promised to meet when the moon was full.</i>	<i>They had promised to meet when the moon was full.</i>	<i>They have promised to meet when the moon is full.</i>
Bess was planning to wear her new dress but she changed her mind <b>yesterday.</b>	<i>Bess planned to wear her new dress.</i>	<i>Bess had planned to wear her new dress.</i>	<i>Bess has planned to wear her new dress.</i>
The soldiers <b>heard</b> about the Highwayman's visits to the inn. They decided to go to the inn last week. The journey was long.	<i>The soldiers heard about the secret visits.</i>	<i>The soldiers had heard about the secret visits.</i>	<i>The soldiers have heard about the secret visits.</i>

## Task 3

### 1. Read the article: **Flutag Explanation**

- Read the article '*Flutag Explanation*' and then watch <https://www.youtube.com/watch?v=8kmEUuai-tE>
- Explain Flutag to somebody else, so that they are clear about what it involves and know three facts about it.
- Highlight and name all the punctuation that you can find in *Flutag*

### Flutag Explanation

**Flutag** (German for flight day) is an event in which competitors attempt to fly home-made, human-powered flying machines. Teams that enter the competition are judged according to three criteria: distance, creativity and showmanship.

The crafts are limited to around 10m and 150kg. They must be powered by human-effort and gravity. The designs have to be unsinkable: they ultimately end up in the water. The flying machines are usually launched off a pier about 30 feet (9.1 m) high into the sea.

Most competitors enter for the entertainment value; the flying machines rarely fly at all. A design, in 2013, that paired a glider with a launch-tower, flew over 63m and broke the world-record.

The original format was invented in Selsey, a small seaside town in England, under the name Birdman Rally.

*Flutag competitions happen each year – you could plan to take part one day!*

# Task 3

## 2. Revise linking clauses using semi-colons, colons and dashes

- Use the *PowerPoint* or the *Revision Card* to remind yourself about using colons, semi-colons and dashes to link clauses.
- Complete either *Linking Clauses 1* or *Linking Clauses 2*. (Version 2 is more challenging).

Explain your answers to a grown-up. Explain why you chose particular punctuation.

## Revision Card – Linking Clauses

### Using Semi-Colons to link clauses

Semi-colons are used in formal writing.

**Semi-colons** can be used to link two independent clauses that are *closely related*.

*We tried as hard as we could. We crashed within seconds.*

*We tried as hard as we could; we crashed within seconds.*



The **semi-colon** emphasises the close link.

It links main clauses like a co-ordinating conjunction. The two clauses have equal weight.

*Our machine had taken months to build; it was now in pieces.*

*We swam for the shore; the crowd applauded and laughed.*

To link two clauses: replace the full stop with a semi-colon and then use lower case to start the second main clause.

### Using Colons to link clauses

Colons are used in formal writing.

**Colons** are used slightly differently.

They also show a link between clauses, when the *second clause expands the first*.

*She flew a record-breaking distance. Her craft was aerodynamic.*

*She flew a record-breaking distance: her craft was aerodynamic.*



The **colon** emphasises how the second clause expands on the first.

It links clauses like a subordinating conjunction. The second clause has less weight than the first.

*She deserved her success: she had planned her design carefully.*

*She was overwhelmed: she had not expected to break the record.*

To link two clauses: replace the full stop with a colon and then use lower case to start the second main clause.

### Using Dashes to link clauses

Dashes are used in informal writing.

We can use **dashes** like colons and semi-colons.

They indicate grammatical breaks.

They are used in informal writing—the rules are less precise.

*My heart was beating like crazy—it was awesome.*



*I'm so proud—I can't wait to tell Nan.*

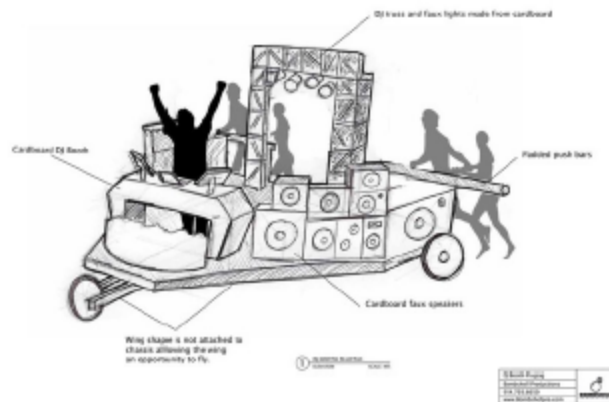
*It just kept going—you're a complete hero.*



To link two clauses: replace the full stop with a dash and then use lower case to start the second main clause.

## Task 3

### Linking Clauses 1



*Link the independent clauses using semi-colons.*

1. The theme of the craft is a night-club it will include a booth.
2. The lights and speakers are made of cardboard the main chassis will be wooden.
3. Power will be provided by the team pushing from behind the pilot will simply enjoy the ride.

*Link the independent clauses using colons*

4. The design uses a lot of cardboard it is an environmentally friendly material.
5. The push bars are padded they will be more comfortable for the team.
6. The lights and speakers are not real they avoid the dangers of using electricity.

*Link the independent clauses using dashes*

7. I will stand at the front and wave my arms I'm just along for the ride!
8. We don't think we will get actually fly we hope to look cool rather than go far.
9. It's been great building it now let's see whether it flies!

*Write explaining why we can choose semi-colons, colons or dashes to mark independent clauses.*



## Task 4

### **1. Read Rules of Participation**

- Read *Rules of Participation*. This is about the Flutag competition. Which do you think is the most important rule here?
- Highlight the punctuation used in this writing. What is the name of each and what is it doing?

### **Terms of Participation**

The rules are as follows: all crafts must be built by the team; the maximum weight, including the pilot, is 180kg; all crafts must be pushed from the rear; chicken-wire, pyrotechnics, firecrackers and ropes are not permitted; and all team-members must be over 16.

## Task 4

### 2. Revise using colons and semi-colons in lists.

- Use the *Revision Card* or the *PowerPoint* to revise using colons and semi-colons in lists.

### Revision Card – Colons and Semi-Colons in lists

#### Colons in lists

**Colons** can be used to introduce lists.  
We use them if the list comes after an *independent clause*.

*You may be required to bring many items:* custard pies, a towel  
and a change of clothes.

*I was most impressed by the following:* the size of the beards,  
the range of styles and the care that was taken.

To be successful you should try your best, listen to instructions  
and have fun.

'To be successful you should' is not an independent clause. We do not use a colon.

Colons are used  
in formal  
writing.

The **colon** comes after  
the *independent clause*.

We do not use a colon if  
the words before are not  
an independent clause.

#### Semi-Colons in lists

**Semi-colons** can be used to separate items in lists.  
We use them when it will make the list clearer.

*The sights we saw amazed us: bright lights; babies,  
supported by their parents, in the centre of the arena; an  
enthusiastic, noisy, shouting crowd; and, watching  
carefully, a group of expert-looking judges.*

*The sights we saw amazed us: bright lights, babies,  
supported by their parents, in the centre of the arena, an  
enthusiastic, noisy, shouting crowd and, watching carefully,  
a group of expert-looking judges.*

When the items in a list already include commas, it helps to use semi-colons.

The **semi-colons** separate  
the four items:

- lights
- babies
- crowd
- judges

Without **semi-colons** it is  
not clear how many items  
there are.

## Task 4

### 3. Practise using colons and semi colons in lists.

- Look at *Crazy Competitions*. Which of these would you most like to see? Which would you most like to take part in.
- Read *Crazy Competition Rules*. Choose one of these competitions and write the rules as a list introduced with a colon and with items separated by colons.

## Crazy Competitions



**World Beard and  
Moustache  
Championships**



**Black pudding  
throwing**



**Custard Pie throwing**



**Baby Crawling**



**Worm Charming**



**Toe Wrestling**



**Extreme Ironing**



**Hoop Rolling**

## Task 4

### 3. Practise using colons and semi colons in lists.

- Look at *Crazy Competitions*. Which of these would you most like to see? Which would you most like to take part in.
- Read *Crazy Competition Rules*. Choose one of these competitions and write the rules as a list introduced with a colon and with items separated by colons.

### Crazy Competition Rules

Black-Pudding Throwing	<ul style="list-style-type: none"><li>• Competitors have three turns each</li><li>• Yorkshire Puddings, arranged in piles of a dozen, are the target</li><li>• All throwing must be underarm</li></ul>
Custard-Pie Throwing	<ul style="list-style-type: none"><li>• Teams, made up of four members, are drawn against each other</li><li>• Every player, without exception, must throw with their left hand</li><li>• A player who misses three times has points deducted</li></ul>
Baby-Crawling	<ul style="list-style-type: none"><li>• Babies must be between six and twelve months old</li><li>• Only one contest entry can be made per person, per contest</li><li>• Babies, whilst competing, must be wearing nappies</li></ul>
Worm-Charming	<ul style="list-style-type: none"><li>• Each competitor to operate in a 3 by 3 metre plot</li><li>• Duration of competition is 30 minutes, starting at 2.30pm</li><li>• A piece of wood, smooth or notched, may be used to strike the handle of a garden fork</li></ul>
Toe-Wrestling	<ul style="list-style-type: none"><li>• Players must remove shoes and socks before beginning</li><li>• Toes must be linked, with feet flat, before wrestling</li><li>• Rounds are played first with the right foot, then left, and right again if necessary</li></ul>
Extreme ironing	<ul style="list-style-type: none"><li>• Only ironing boards of the standard size, 1m long and 30cm wide, are allowed</li><li>• The garment must be at least the size of a tea towel</li><li>• Plastic, wooden or model irons are not permitted</li></ul>
Hoop-Rolling	<ul style="list-style-type: none"><li>• Teams can be male, female or mixed</li><li>• Teams are made up of five members</li><li>• The hoops must be controlled using hands, sticks or feet</li></ul>

Maths

For the following maths slides, there is an online lesson and answers that you can find at:

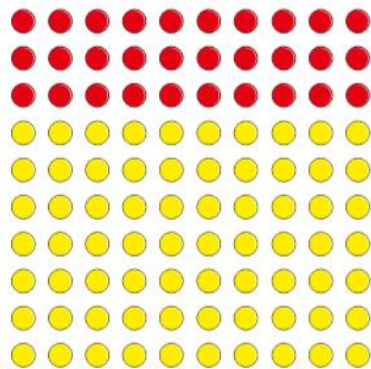
<https://whiterosemaths.com/homelearning/year-6/>

# Task 1

## Fractions to percentages

White  
Rose  
Maths

1



a) What fraction of the array of counters is red?

b) What fraction of the array of counters is yellow?

c) What percentage of the array of counters is red?  %

d) What percentage of the array of counters is yellow?  %

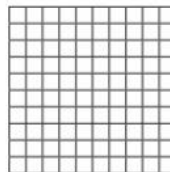
e) What do you notice about the two percentages?



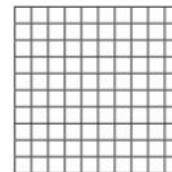
2

a) Shade the hundred squares to represent the fractions.

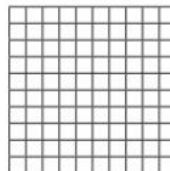
$$\frac{40}{100}$$



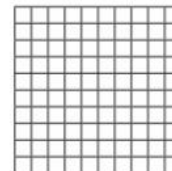
$$\frac{65}{100}$$



$$\frac{1}{2}$$



$$\frac{7}{10}$$



b) Write the fractions as percentages.

$$\frac{40}{100} = \text{  } \%$$

$$\frac{65}{100} = \text{  } \%$$

$$\frac{1}{2} = \text{  } \%$$

$$\frac{7}{10} = \text{  } \%$$

c) Compare your shaded grids with a partner's.

What is the same and what is different?

Watch Lesson:

Lesson 1 Fractions in the Week 6 Section

# Task 1

3 Fill in the missing numbers.

a)  $\frac{9}{10} = \frac{\square}{100} = \square\%$

c)  $\frac{9}{50} = \frac{\square}{100} = \square\%$

b)  $\frac{9}{20} = \frac{\square}{100} = \square\%$

d)  $\frac{9}{25} = \frac{\square}{100} = \square\%$

4



$\frac{1}{10}$  is 10%, so  $\frac{1}{20}$  must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = \square\%$

5 Convert the fractions to percentages.

a)  $\frac{1}{4} = \square$

b)  $\frac{1}{5} = \square$

$\frac{1}{2} = \square$

$\frac{2}{5} = \square$

$\frac{3}{4} = \square$

$\frac{4}{5} = \square$

c)  $\frac{16}{20} = \square$

d)  $\frac{45}{50} = \square$

$\frac{8}{20} = \square$

$\frac{9}{10} = \square$

$\frac{4}{20} = \square$

$\frac{18}{20} = \square$

e) What do you notice?

6

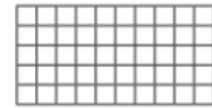
a) Shade the grid in the given proportions.

•  $\frac{3}{5}$  green

• 14% red

•  $\frac{4}{20}$  blue

• the rest yellow



b) What percentage of the grid is yellow?

$\square\%$

7

a) Use each digit card once to make the statements correct.



$\frac{\square}{\square} > \square\%$

$75\% = \frac{\square}{4}$

$\frac{3}{\square} < 65\%$

b) Are there any other solutions?

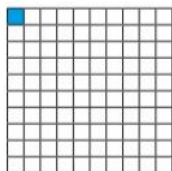


# Task 2

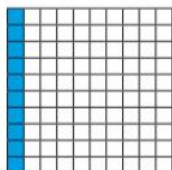
## Equivalent FDP



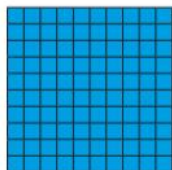
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction =   
decimal =   
percentage =



fraction =   
decimal =   
percentage =



fraction =   
decimal =   
percentage =

2 Match the equivalent fractions, decimals and percentages.

$\frac{15}{100}$

0.05

5%

$\frac{1}{20}$

0.5

15%

$\frac{1}{5}$

0.2

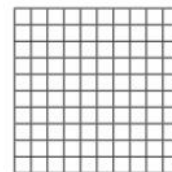
50%

$\frac{1}{2}$

0.15

20%

3 a) Shade the grid in the given proportions.



- $\frac{3}{10}$  green
- 0.03 red
- 13% blue
- 0.3 yellow

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

fraction =  decimal =  percentage =

Watch Lesson:

Lesson 2 Fractions in the Week 6 Section

# Task 2

4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
		12%
$\frac{2}{10}$		
	0.4	
	0.44	
		4%
$\frac{3}{4}$		
	0.99	

5 Amir was asked to complete the statement using  $<$ ,  $>$  or  $=$ .

14%  $>$  0.4



14 is greater than 4

What mistake has Amir made?

---



---

6 Match the decimal cards to the people.



My decimal is  $\frac{4}{10}$  less than 100%.

0.65



My decimal cannot be simplified when it is written as a fraction.

0.57



My decimal is 10% less than  $\frac{3}{4}$

0.61



My decimal is greater than 60%.

0.6

7 Use the digit cards to write a decimal greater than  $\frac{1}{5}$  but less than 40%.

You may not use a card more than once in each number.



.

How many other answers can you find?

# Task 3

## Order FDP



1 Write  $<$ ,  $>$  or  $=$  to complete the statements.

a)  $64\%$  ○  $0.46$

d)  $0.8$  ○  $80\%$

b)  $0.96$  ○  $\frac{97}{100}$

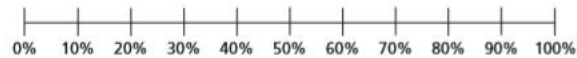
e)  $67\%$  ○  $\frac{7}{10}$

c)  $\frac{3}{5}$  ○  $35\%$

f)  $\frac{7}{20}$  ○  $0.3$

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

a)  $9\%$     $\frac{9}{10}$     $0.99$     $19\%$



b)  $\frac{2}{5}$     $0.52$     $45\%$     $0.2$



3 Write the fractions, decimals and percentages in ascending order.

a)  $\frac{7}{10}$     $\frac{13}{100}$     $21\%$     $0.9$

\_\_\_\_\_

b)  $0.6$     $61\%$     $\frac{37}{50}$     $0.66$

\_\_\_\_\_

c)  $47\%$     $0.89$     $\frac{63}{100}$     $12\%$

\_\_\_\_\_

d) Which part was easiest to order: a), b) or c)? \_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

e) Which set was most difficult to order: a), b) or c)? \_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

f) Compare answers with a partner.

What is the same and what is different?

Watch Lesson:

Lesson 3 Fractions in the Week 6 Section

# Task 3

- 4 These fractions, decimals and percentages are in descending order.

99%     $\frac{89}{100}$     0.7        0.5    49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78     51%      $\frac{3}{5}$      0.6      $\frac{4}{10}$

- 5 Tommy scored  $\frac{40}{50}$  on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? \_\_\_\_\_

Explain your answer.

---



---

- 6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has  $\frac{4}{10}$  of his juice left.



Who drank the most? Show your working.

\_\_\_\_\_ drank the most.

Who drank the least? Show your working.

\_\_\_\_\_ drank the least.

- 7 a) Use the digit cards to make the statement correct.



$$0.3 < \frac{\square}{10} < 80\%$$

How many different solutions can you find?

---

- b) Use the digit cards to write a percentage greater than  $\frac{2}{5}$  but less than 75%.



$$\frac{2}{5} < \frac{\square}{\square} < 0.75$$

How many different percentages can you find?

---

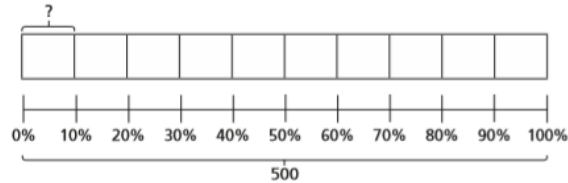
Compare answers with a partner.

# Task 4

## Percentage of an amount (2)

White  
Rose  
Maths

- 1 a) Use the bar model to find 10% of 500



10% of 500 =

- b) Use your answer to part a) to help you complete the calculations.

20% of 500 = <input type="text"/>	70% of 500 = <input type="text"/>
90% of 500 = <input type="text"/>	60% of 500 = <input type="text"/>
30% of 500 = <input type="text"/>	100% of 500 = <input type="text"/>

2



To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| a) 5% of 40 = <input type="text"/>    | d) 5% of 2,000 = <input type="text"/> |
| b) 5% of 400 = <input type="text"/>   | e) 5% of 6,000 = <input type="text"/> |
| c) 5% of 4,000 = <input type="text"/> |                                       |

What do you notice about your answers?

- 3 Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340

Watch Lesson:

Lesson 4 Fractions in the Week 6 Section

# Task 4



I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20%    90%    60%    15%    55%    40%

Use your preferred method to calculate the percentages.

- |  |  |
|--|--|
| a) 20% of 1,000 = <input type="text"/> | d) 15% of 1,000 = <input type="text"/> |
| 20% of 550 = <input type="text"/>      | 15% of 300 = <input type="text"/>      |
| 20% of 40 = <input type="text"/>       | 15% of 30 = <input type="text"/>       |
| b) 90% of 1,000 = <input type="text"/> | e) 55% of 1,000 = <input type="text"/> |
| 90% of 4,230 = <input type="text"/>    | 55% of 4,400 = <input type="text"/>    |
| 90% of 90 = <input type="text"/>       | 55% of 8 = <input type="text"/>        |
| c) 60% of 1,000 = <input type="text"/> | f) 40% of 1,000 = <input type="text"/> |
| 60% of 400 = <input type="text"/>      | 40% of 400 = <input type="text"/>      |
| 60% of 98 = <input type="text"/>       | 40% of 98 = <input type="text"/>       |

5 Ron is calculating these percentages.

10% of 20    20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 =     25% of 60 =   
 40% of 20 =     60% of 25 =

b) What do you notice about the answers?

---



---

c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.

# Curriculum (Geography)

# Task 1



Use Brazil Map A to help you label: Brazil, the surrounding ocean, and the capital city. Then create a key to show the ten bordering countries.

**A map of South America:**



**A key to show the countries bordering Brazil:**

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Now use Brazil Map B to answer the following questions...



Which region is Brasilia, the capital city of Brazil, in?

Name either one of the two largest cities in the south-east region:

Which is the only region that does not have a coast line?

Which is the largest region by area?

